



October 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The combined tests form the Maine High School Assessment (MHSA).

Due to the inclusion of the additional items in mathematics, it was necessary to set new achievement level standards for that discipline this year. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards were not changed for the Critical Reading and Writing sections of the MHSA.

These 2006-2007 Maine High School Assessment Summary Reports contain the results of student performance on the SAT in critical reading, mathematics, and writing reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for many students may also be used for college admission, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT and Math-A test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The SAT Reasoning Test™ employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics questions, and select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2007
ID: 11341356
District: Portland Public Schools
School: Portland High School

Contents of the Report

The report is divided into five main sections including a section describing the students tested and a separate section for the results in each content area.

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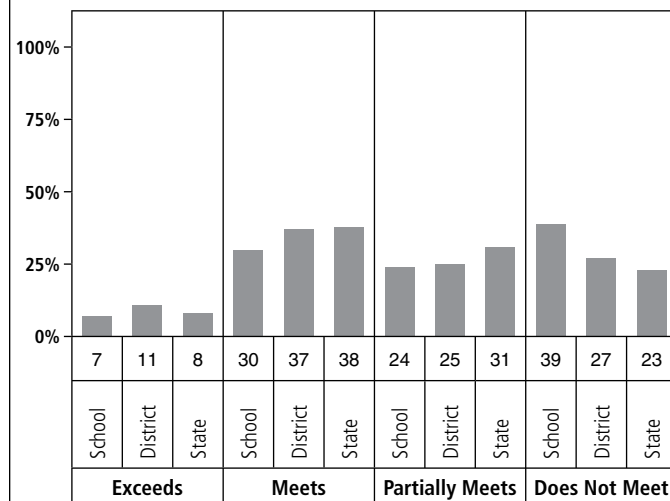
SUMMARY OF SCORES

Date: May 2007
District: Portland Public Schools
School: Portland High School

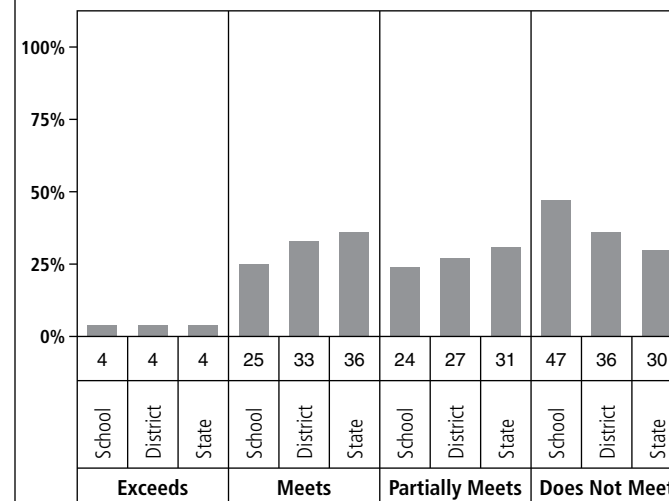
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
Critical Reading 2006–2007	1137	1141	1141
Mathematics 2006–2007	1137	1139	1140
Writing 2006–2007	1138	1142	1141

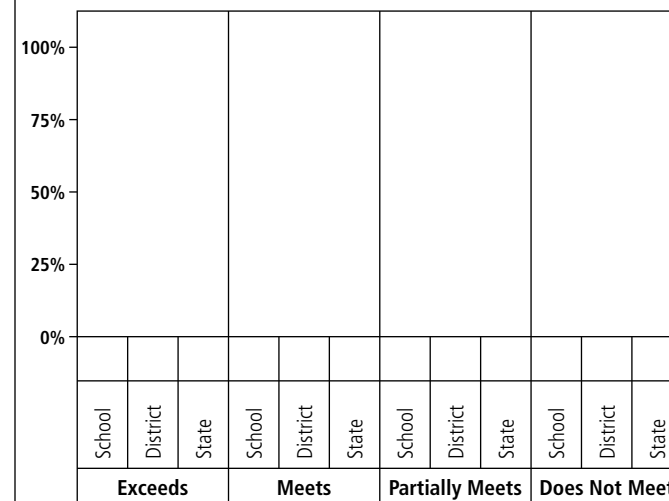
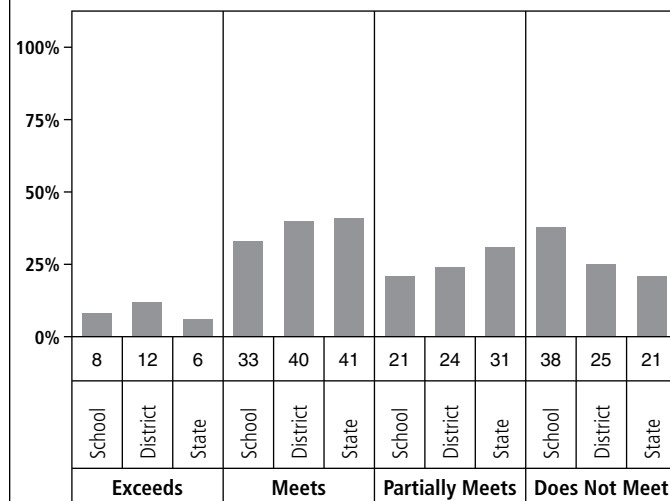
CRITICAL READING



MATHEMATICS



WRITING



SUMMARY OF STUDENT PARTICIPATION

Date: May 2007
 District: Portland Public Schools
 School: Portland High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing											
	School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	292	100	611	100	16094	100	207	71	500	82	15236	95	221	76	531	87	15599	97	207	71	500	82	15229	95						
Ethnicity African American	74	25	104	17	333	2	57	77	83	80	295	89	61	82	91	88	308	92	57	77	83	80	294	88						
American Indian/Native Alaskan	2	1	3	0	91	1	2	100	3	100	81	89	2	100	3	100	84	92	2	100	3	100	81	89						
Asian/Pacific Islander	29	10	52	9	226	1	16	55	35	67	196	87	19	66	41	79	204	90	16	55	35	67	193	85						
Hispanic	15	5	25	4	140	1	7	47	16	64	124	89	8	53	18	72	130	93	7	47	16	64	124	89						
White	172	59	427	70	15304	95	125	73	363	85	14540	95	131	76	378	89	14873	97	125	73	363	85	14537	95						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	39	13	78	13	2351	15	24	62	54	69	2047	87	25	64	61	78	2169	93	24	62	54	69	2044	87						
Current LEP	85	29	132	22	285	2	58	68	99	75	237	83	63	74	109	83	250	88	58	68	99	75	233	82						
Economically disadvantaged	130	45	192	31	3924	24	76	58	130	68	3561	91	83	64	144	75	3702	94	76	58	130	68	3558	91						
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing											
	School		District		State		School		District		State		School		District		State		School		District		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	186	64	458	75	13484	84	200	68	489	80	13851	86	186	64	458	75	13484	84						
Identified disability (PET/IEP)	17	9	34	7	743	6	18	9	41	8	865	6	17	9	34	7	743	6						
LEP	48	26	88	19	187	1	53	27	98	20	204	1	48	26	88	19	187	1						
504 plan	0	0	0	0	2	0	0	0	0	0	3	0	0	0	0	0	2	0						
Participation with accommodations	19	7	35	6	1570	10	19	7	35	6	1569	10	19	7	35	6	1570	10						
Identified disability (PET/IEP)	5	26	13	37	1127	72	5	26	13	37	1126	72	5	26	13	37	1127	72						
LEP	10	53	11	31	46	3	10	53	11	31	46	3	10	53	11	31	46	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Other	6	32	13	37	407	26	6	32	13	37	407	26	6	32	13	37	407	26						
Participation through alternate assessment (PAAP)	2	1	7	1	178	1	2	1	7	1	179	1	2	1	7	1	175	1						
Identified disability (PET/IEP)	2	100	7	100	177	99	2	100	7	100	178	99	2	100	7	100	174	99						
LEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	4	0																		
Approved non-participation – special consideration	0	0	0	0	14	0	0	0	0	0	14	0	0	0	0	0	14	0						
Non-participation – other	85	29	111	18	844	5	71	24	80	13	481	3	85	29	111	18	851	5						

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Date: May 2007
District: Portland Public Schools
School: Portland High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	17	8	51	10	1079	7
	2006-2007	14	7	52	11	1168	8
	Cum. Avg.	16	7	52	10	1124	7
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	67	31	173	35	5697	38
	2006-2007	62	30	182	37	5714	38
	Cum. Avg.	65	30	178	36	5706	38
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	60	27	139	28	4772	32
	2006-2007	49	24	124	25	4728	31
	Cum. Avg.	55	26	132	26	4750	31
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	75	34	138	28	3595	24
	2006-2007	80	39	135	27	3444	23
	Cum. Avg.	78	36	137	27	3520	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Portland Public Schools
School: Portland High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	205	14	7	62	30	49	24	80	39	1137	493	11	37	25	27	1141	15054	8	38	31	23	1141
Ethnicity																						
African American	57	0	0	4	7	8	14	45	79	1123	83	1	7	18	73	1125	290	2	21	26	52	1131
American Indian/Native Alaskan	1										2						78	4	28	33	35	1135
Asian/Pacific Islander	16	0	0	1	6	7	44	8	50	1128	35	6	23	37	34	1135	193	7	33	34	26	1139
Hispanic	7	1	14	2	29	1	14	3	43	1139	15	7	33	20	40	1137	123	6	28	34	33	1137
White	124	13	10	55	44	33	27	23	19	1144	358	13	46	26	15	1145	14370	8	39	31	22	1141
Not Reported	0										0						0					
Identified disability																						
Yes	22	0	0	3	14	2	9	17	77	1126	47	2	13	17	68	1128	1870	1	10	26	63	1127
No	183	14	8	59	32	47	26	63	34	1138	446	11	39	26	23	1142	13184	9	42	32	17	1142
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1122
Current LEP beyond first year	58	0	0	3	5	11	19	44	76	1123	99	2	12	21	65	1127	226	1	10	25	64	1127
Economically disadvantaged																						
Yes	75	0	0	8	11	13	17	54	72	1125	126	2	14	23	60	1129	3464	3	25	34	37	1134
No	130	14	11	54	42	36	28	26	20	1143	367	13	45	26	16	1145	11590	9	42	31	19	1142
Migrant																						
Yes	0										0						1					
No	205	14	7	62	30	49	24	80	39	1137	493	11	37	25	27	1141	15053	8	38	31	23	1141
Gender																						
Female	106	7	7	34	32	28	26	37	35	1137	239	11	40	25	24	1141	7401	8	40	33	19	1142
Male	99	7	7	28	28	21	21	43	43	1136	254	10	34	25	30	1140	7653	8	36	29	27	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						68	1	21	32	46	1131
No	205	14	7	62	30	49	24	80	39	1137	493	11	37	25	27	1141	14986	8	38	31	23	1141
Gifted/talented program																						
Yes	0										0						1					
No	205	14	7	62	30	49	24	80	39	1137	493	11	37	25	27	1141	15053	8	38	31	23	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Date: May 2007
District: Portland Public Schools
School: Portland High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007	9	4	21	4	578	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007	55	25	171	33	5481	36
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007	52	24	142	27	4754	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	103	47	190	36	4607	30

*Standards were reset for mathematics in 2007 so historical data are not available.

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Portland Public Schools
School: Portland High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	219	9	4	55	25	52	24	103	47	1137	524	4	33	27	36	1139	15420	4	36	31	30	1140
Ethnicity																						
African American	61	0	0	4	7	7	11	50	82	1129	91	0	7	18	76	1130	304	1	13	27	59	1133
American Indian/Native Alaskan	1										2						81	2	16	42	40	1137
Asian/Pacific Islander	19	1	5	3	16	4	21	11	58	1135	41	5	27	20	49	1137	204	6	40	25	29	1142
Hispanic	8	0	0	2	25	2	25	4	50	1134	17	0	18	29	53	1134	129	3	29	25	43	1138
White	130	8	6	46	35	39	30	37	28	1141	373	5	40	30	24	1142	14702	4	36	31	29	1141
Not Reported	0										0						0					
Identified disability																						
Yes	23	0	0	1	4	2	9	20	87	1129	54	0	6	20	74	1130	1991	0	6	18	75	1131
No	196	9	5	54	28	50	26	83	42	1138	470	4	36	28	32	1140	13429	4	40	33	23	1142
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1125
Current LEP beyond first year	63	1	2	5	8	6	10	51	81	1129	109	2	16	12	71	1132	243	2	14	19	65	1133
Economically disadvantaged																						
Yes	82	0	0	6	7	15	18	61	74	1130	140	1	11	25	63	1132	3606	1	20	31	48	1136
No	137	9	7	49	36	37	27	42	31	1141	384	5	40	28	27	1142	11814	5	40	31	24	1142
Migrant																						
Yes	0										0						1					
No	219	9	4	55	25	52	24	103	47	1137	524	4	33	27	36	1139	15419	4	36	31	30	1140
Gender																						
Female	113	1	1	31	27	32	28	49	43	1136	251	2	30	32	35	1138	7566	3	35	33	29	1140
Male	106	8	8	24	23	20	19	54	51	1137	273	5	35	22	37	1140	7854	5	36	29	31	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						73	0	14	26	60	1134
No	219	9	4	55	25	52	24	103	47	1137	524	4	33	27	36	1139	15347	4	36	31	30	1140
Gifted/talented program																						
Yes	0										0						1					
No	219	9	4	55	25	52	24	103	47	1137	524	4	33	27	36	1139	15419	4	36	31	30	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Date: May 2007
District: Portland Public Schools
School: Portland High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	12	5	49	10	952	6
	2006-2007	16	8	61	12	937	6
	Cum. Avg.	14	7	55	11	945	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	73	33	181	36	6055	40
	2006-2007	68	33	195	40	6167	41
	Cum. Avg.	71	33	188	38	6111	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	67	31	158	32	4916	32
	2006-2007	44	21	116	24	4723	31
	Cum. Avg.	56	26	137	28	4820	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	67	31	113	23	3221	21
	2006-2007	77	38	121	25	3227	21
	Cum. Avg.	72	34	117	24	3224	21

WRITING RESULTS BY REPORTING SUBGROUPS

Date: May 2007
District: Portland Public Schools
School: Portland High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	205	16	8	68	33	44	21	77	38	1138	493	12	40	24	25	1142	15054	6	41	31	21	1141
Ethnicity																						
African American	57	0	0	5	9	10	18	42	74	1125	83	0	12	24	64	1127	290	1	21	31	47	1132
American Indian/Native Alaskan	1										2						78	4	29	37	29	1136
Asian/Pacific Islander	16	0	0	1	6	6	38	9	56	1129	35	9	20	34	37	1136	193	6	31	35	28	1138
Hispanic	7	2	29	1	14	1	14	3	43	1143	15	13	13	27	47	1137	123	4	30	33	33	1137
White	124	14	11	61	49	27	22	22	18	1145	358	15	49	22	13	1147	14370	6	42	31	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	22	0	0	0	0	5	23	17	77	1124	47	0	6	26	68	1126	1870	0	8	27	65	1127
No	183	16	9	68	37	39	21	60	33	1139	446	14	43	23	20	1144	13184	7	46	32	15	1143
Limited English proficient students																						
Current LEP in first year	0										0						7	0	0	0	100	1117
Current LEP beyond first year	58	0	0	4	7	10	17	44	76	1124	99	3	13	22	62	1129	226	1	10	25	63	1128
Economically disadvantaged																						
Yes	75	1	1	9	12	14	19	51	68	1127	126	2	20	23	56	1130	3464	2	26	36	37	1134
No	130	15	12	59	45	30	23	26	20	1144	367	16	46	24	14	1146	11590	8	45	30	17	1143
Migrant																						
Yes	0										0						1					
No	205	16	8	68	33	44	21	77	38	1138	493	12	40	24	25	1142	15053	6	41	31	21	1141
Gender																						
Female	106	7	7	44	42	21	20	34	32	1139	239	13	47	20	20	1144	7401	7	46	31	15	1143
Male	99	9	9	24	24	23	23	43	43	1136	254	12	32	27	29	1141	7653	5	36	32	28	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						68	0	15	43	43	1131
No	205	16	8	68	33	44	21	77	38	1138	493	12	40	24	25	1142	14986	6	41	31	21	1141
Gifted/talented program																						
Yes	0										0						1					
No	205	16	8	68	33	44	21	77	38	1138	493	12	40	24	25	1142	15053	6	41	31	21	1141

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number